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LINGUASTATISTICAL ANALYSIS OF BORROWED WORDS USED IN SCHOOL TEXTBOOKS AND CHILDREN'S LITERATURE

Anotacija

Straipsnio tikslas yra ištirti užsienio kalbų žodžių pradinių mokyklų vadovėliuose vartojimą, nes jie yra svarbus žodyno komponentas. Statistikos duomenys parodė, kad pradinių klasių vadovėliuose vaikams yra vartojama per daug svetimybų. Mokytojai mano, kad svetimybės vadovėliuose reikėtų labiau riboti, tačiau svarbu apsvastyti ir jaunų besimokančiųjų vertinimą. Daugiausia dėmesio skirama užsienio kalbų mokymo metodikai. **PAGRINDINIAI ŽODŽIAI:** mokykliniai vadovėliai, vaikų literatūra, skolinėti žodžiai, lingvistinė analizė.

Abstract

Aim of this work is to discover the usage of foreign words in textbooks for primary schools because foreign words are more crucial components of vocabulary. As figures of statistics show there are too many of foreign words used in textbooks for children in primary classes. Teachers consider that foreign words should be included in the textbooks in a more limited amount. Yet time has come to consider young learners self-assessment as well. The main attention at the teachers' studies courses is paid to teaching foreign methodology.

KEY WORDS: school textbooks, children literature, borrowed words, linguastatistical analysis.

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Introduction

Preschool and basic educational programmes pay significant attention to children's speech development, combining it with word stock development and activation (Kaņepēja 2003, 58) of acquirement of words' meaning (especially of borrowings) and their comprehension, the maintenance of correct phoneme pronunciation, development of grammatically correct speech. As early as in kindergarten, favourable opportunities should be provided for the development of literary correct and rich language, non-literate words must be purposefully eliminated from the child's speech (Kuzina 2006, 260). The kindergarten curriculum claims that the pre-school age the child must acquire such a vocabulary, which can ensure the communication by means of the language, prepare them for successful learning at school, fosters perception of folklore, fiction, films, radio and TV programmes.

A very important task to be implemented by both parents and teachers is to introduce the borrowed words (i.e. foreign words), which constitute an important component part of lexicon (widespread in fiction and other styles, other areas of language), meanwhile they considerably enrich the children's vocabulary and by their widespread usage make easier the acquisition of other languages, thus, the children should not avoid using such words.

Borrowings penetrate into any language under the influence of various cultural, political, economical and other connections, therefore, the adult and children language, fiction, scientific literature etc. includes such words and word combinations, which express conceptions in science, technology and art branches.

Aim and tasks of the research

The article has been created due to the project 'Children language research in Latvia: linguistic, social and culture aspects.' The article highlights the usage of borrowed foreign words (also barbarisms) in textbooks for forms 1 and 2 in primary schools, children literature and in the children language. An innovative task to solve the problem is to introduce young learners self-assessment of borrowed foreign words as well.

The object of the research

Text books and magazines used in preschool and early primary school children education. The usage of foreign words in the text-books (for Forms 1 and 2) is researched, compiled, processed and analyzed.

Novelty and topicality

The article analyses four contemporary national text-books, which are used in the schools with the Latvian language of instruction. Two children literature sources are also analyzed.

An innovative approach for solving the topical problem is to base the empirical research on young learners' self-assessment of borrowed foreign words.

The research has implemented linguastatistical and descriptive methods, questionnaires, interviews. Topical issues for improving Latvian language discussed and directions for potential progress outlined.

This study may be useful to the teachers as a methodical aid used for teaching foreign words.

Methods and methodologies

Text books and magazines used in preschool and early primary school children education. The usage of foreign words in the text-books (for Forms 1 and 2) is researched, compiled, processed and analyzed.

An empirical survey was carried out by the author. In order to investigate the comprehension of foreign words, Form 1 pupils (in Lielupe and Pumpuri secondary schools) were offered two lists of words for foreign word self-assessment.

The analytical part

Each of us uses words borrowed from other languages that have come into the Latvian everyday language. Many of them denote widespread conceptions, for instance, radio, television, cars, balcony, ticket, price etc. The greatest amount of borrowings (loans) or international words has been introduced from words of Greek and Latin origin, known both by great and small nations, for instance, alphabet, ball, grammar, idea, climate, choir, lexicon, machine, theatre, museum, metal, author, examination, excursion, class, confectionery, furniture, mode, person, reconstruction, republic etc.

Due to historical conditions the Latvian language is most of all influenced by the German and Russian language (recently – by the English language), yet their own footprints have also been left by other (French, Italian etc.) languages.

Entering of loans into the Latvian language and some other languages is a natural process, because due to them, the vocabulary of any language is considerably enriched. As recognized by the majority of linguists, the wholesome full value existence of the Latvian language nowadays cannot

be exercised without such loans as *aktieris*, *alfabēts*, *banāns*, *klase*, *koncerts*, *mode*, *mašīna*, *opera*, *šokolāde*, *tramvajs*, *trolejbuss* etc. borrowed during the last centuries or even recent years. In this respect we must agree with P. Birznieks that the Latvian language should not be afraid of invasion of foreign words, foreign syntaxes' forms, it should be afraid only of the native speakers who lack diligence and show no respect to flourishing of their language (Birznieks 1996, 148).

As known, a part of international words (i.e., loans, which are known in many languages) have their equivalents in the Latvian language (for instance, *stabils* – *noturīgs*, *unikāls* – *vienreizīgs*, *komplicēts* – *sarežģīts*, *realizēt* – *īstenot*, *ignorēt* – *neievērot* etc.), which widen the opportunities of expressing, bestow the language with flexibility, precision, create stylistic diversity. In some respect, the usage of these words in speech or written works disclose the person's broadness of perception, his intelligence, therefore, both parents and teachers' task is to develop gradual enrichment of the children's language with foreign words.

The majority of international words have to be acquired consciously, as memorisations of their meanings require a special attention. When encountering some less known international words, the child should try to remember the words with the same root, perceive the word-building connections, for instance, *pretendēt*, *pretendents*; *kandidēt*, *kandidāts*, etc. Thus, the single words will not exist as isolated items, but will constitute units of related word row like the Latvian origin words possessing the same root.

To illustrate the usage of foreign words in the text-books (for forms 1 and 2), it is necessary to mention some figures:

Form 1 text-book includes 5% foreign words;

Form 2 text-book includes 8% foreign words.

As foreign words also constitute a significant part of the everyday vocabulary, it is advisable to enrich the children's vocabulary regularly at first by the most often used foreign words (international words), meanwhile explaining their meanings in accordance with the child's development level. Parents, preschool and basic school teachers, radio, television and mass media officers can assist children in acquiring the foreign words (also the more rarely used). It is important for the teachers pay attention to the correct use of foreign words (for instance, *getras*, *fliterītis*, *panno*, *figūra*, *elements* etc.).

Very often the play-games as well as the text-book texts include sentences, which involve even several foreign words. For instance, *No-likl kvadrātiņu uz analoga kvadrātiņa, Noklāt laukuma katru otro sleju: horizontāli, vertikāli, pa diagonāli, šaha veidā, Automātiskais šoferis bez grūtībām iedarbina motoru, Materiāli no „Lielās ilustrētās enciklopēdijas”, Mūsdienās kosmosā strādā orbitālās stacijas, kas tur darbojas pat vairākus gadus, un tās apmeklē vairākas astronautu komandas, Ekskursijā uz Rīgas motormuzeju 2. klases skolēni brauca ar autobusu utt.*

Also Form 2 text-book in one text on the Olympic Games (also in comments) there are as many as 20 foreign words (*olimpiskais, talismans, simbolizēt, ceremonija, kontinents, stafete, komiteja, prezidents, olimpiāde, stadions, kosmisks, stacija, tramplins, klase, organizēt, diskusija, sports, tēma, fotogrāfija, metode*), which constitute 1/5 of this text.

To investigate the comprehension of foreign words, Form 1 pupils (in Lielupe and Pumpuri secondary schools) were offered two lists of words for foreign word assessment. The first list is established based on the foreign words use in the magazine 'Barbie' 12/2007 (See Table 1). The second list supplies foreign words, which are included in the text-book 'Mazā Zīle' (Form 1). (See Table 2). Both the foreign word lists mark as + understand, as – do not understand.

Table 1

**Can you understand the foreign words included
in the magazine "Barbie"?**

Oriģināls –	Noregulēt +	Forma +	Želatīns –	Esence –
Pseidonīms –	Mandēles (rieksti)+	Lakrica –	Šokējošs –	
Frizūra +	Šokolāde +	Konfektes +	Konditoreja –	Komplekts +
Maska +	Torte +	Glazūra –	Rums –	Salons +
Valsis –	Žurnāls +	Telefons +	Interesants +	Frizieris +
Princese +	Ilustrēts –	Fotogrāfs +	Kabīne +	Filma +
Aksesuāri –	Oficiāls –	Krēms +		

The pupils have marked by + the words they have understood. They have marked by – the words they could not understand. Out of 32 foreign words 11 foreign words, i.e., 1/3, were not understood by Form 1 pupils.

Table 2

**Can you understand the foreign words included
in the text-book "Mazā Zīle"?**

Hokejs +	Halva +	Džinsi +	Lifts +	Fotografēt +
Klase +	Teksts +	Ilustrēt –	Ferma –	Lineāls +
Ekskursija +	Karafe –	Tunelis +	Fuksija –	Matemātika +
Nektārs –	Ovāls +	Treneris +	Konservi +	Karalis +
Metāls +	Luksofors +	Helikopters +	Diktore +	Žirafe +
Anekdote +	Hameleons –	Kartīte +	Profesija +	Penālis +
Halle –	Haizivs +	Džungļi +	Frizūra +	Filma +
Himna +	Hantele –	Futbols +	Nēģeris +	Vafeles +
Humors +	Džemperis +	Fanta –	Flamings –	Cilindrs –
Enciklopēdija –	Mūzika +	Komisija –	Sports +	Argo –
Vizuāls –	Narcise –	Krokuss –		

The pupils have marked by + the words they have understood. They have marked by – the words they could not understand.

Out of 53 foreign words 17 foreign words, i.e., almost 1/4, were not understood by Form 1 pupils. To investigate the comprehension of foreign words, Form 2 pupils also were offered 2 lists of words to assess foreign words. (See Table 3).

Table 3

**Can you understand the foreign words included
in the magazine "Zīlīte"?**

Ornitoloģija –	Suga +	Gandrs –	Programma –	Sezona +
Teritorija +	Migrēt –	Kilometrs +	Izolēts +	Populācija –
Marts +	Aprīlis +	Informācija +	Ekoloģisks –	Hektārs –
Ekonomika –	Populācija –	Koncentrēties –	Resursi –	Transports +
Elektroenerģija +	Nafta –	Gāze +	Ogle +	Plastmasa +
Planēta –	Monitors –	Mobils –	Telefons +	Šokolāde +
Internets +	Tests –	Muzejs +	Faktiski +	Hronika –
Process –	Arheoloģisks –	Selekcija –	Sports +	Tūrisms +
Hipodroms –	Disciplīna +	Tarpāns –	Maksimāli –	Speciāli +
Projekts –	Konsultants +	Ekosistēma –	Parazīts +	Konkrēts +
Tularēmija –	Parazītisks +	Organisks +	Konstatēt +	Konsultēties +
Parazitēt –	Efektīvs –	Stadija –	Mēbele +	Speciālists +
Veterinārais +	Preparāts –			

The pupils have marked by + the words they have understood. They have marked by – the words they could not understand.

Out of 62 foreign words 29 foreign words, i.e., almost 1/2, were not understood by Form 2 pupils.

The first list included the foreign words (see Table 3), which were used in four texts by the magazine "Zilīte" (June, July, August, 2008), the second list was created on the basis of the foreign word usage in the text-book "Zīle" (Form 2), beside this list contains only the more rarely used foreign words (their number – 79). (See Table 4).

Table 4

**Can you understand the foreign words included
in the text-book "Zīle"?**

Simpātijas +	Sinonīms –	Arheologs –	Meliorators +
Flomāsters +	Arhivārs –	Mēness +	Dinozaurs +
Protoceratops –	Pterozauris –	Mēnesis +	Fragments +
Emblēma –	Idille –	Difterija –	Grupēt +
Grifs –	Prērija –	Buldogs +	Ingvers –
Kojots –	Amarillis –	Ilustrācija +	Hronists –
Diktāts +	Dialogs +	Kondors –	Cinerārija –
Abonents –	Dalmācietis –	Pulverizators –	Propoliss –
Komandējums +	Noformēt +	Žurnālists +	Alpīnists +
Badmintonis +	Baravika +	Enciklopedija +	Ģerbonis +
Ģerānija –	Humoristisks +	Himna +	Intervija +
Kaktuss +	Komponists +	Komikss +	Loto +
Penālis +	Recepte +	Simbols –	Skulptūra +
Sams –	Akācija +	Aplicēt –	Čempions +
Domino +	Drakons +	Dežurants +	Elastīgs +
Figūriņa +	Filmiņa +	Kombinācija –	Hokejs +
Japāņi +	Kadrs (filma) +	Partneris +	Pikniks +
Grāds +	Indiānis +	Ilustrācija +	Ilustrēt +
Konstruktors +	Krokusiņš –	Konflikts +	Kondors –
Komplekts +	Lokomotīve +	Magnēts +	

The pupils have marked by + the words they have understood. They have marked by – the words they could not understand.

Out of 79 more rarely used foreign words Form 2 pupils could not understand 27 foreign words, i.e., almost 1/3.

The text-books for Forms 1–2 include both the most often used foreign words, as well as more rarely used foreign words (see Table 5).

Table 5

Usage of foreign words in text-books

Text-books	Foreign words in total	Explanations of foreign words (number)	Most often used foreign words (% out of total number)	More rarely used foreign words (% out of total number)
Dz. Paegle Vārds Lasāmā grāmata un ievadijums valodas mācībā 1. klasē R.: Zvaigzne ABC, 1997	52	3	23.1	17.3
Mazā Zīle 1. klasei R.: Zvaigzne ABC, 2005	54	–	35.8	30.2
Zīle 1. klasei R.: Zvaigzne ABC, 2005	94	1	31.9	23.4
Zīle I, II, daļa 2. klasei R.: Zvaigzne ABC, 2000	371	11	16.4	21.3

As proved by Table 5 data, in the text-book by Dz. Paegle, there are included 52 foreign words, 3 of the foreign words (paviljons, eskimoss, nēģeris) are supplied with explanations. There are 12 most often used foreign words (with the word usage frequency 5 – n) and 9 more rarely used foreign words (with the word usage frequency 1–2), for instance, krokodīlīte, nēģerēns, terase, pensija, ģipsis, želeja etc.

The text-book for Form 1 "Mazā Zīle" includes 53 foreign words, out of them 19 foreign words belong to the most often used ones and 16 to the more rarely used. For instance, halle, princesīte, helikopters, hameleons, zebra, karafe, fuksija, žirafe, diktore, ovāls, argo, vizuāls etc.

The text-book for Form 1 „Zīle” includes 94 foreign words; an explanation is given to one foreign word (profesija – profession). As established this text-book includes 30 most often used foreign words and 22 more rarely used ones, for instance, enciklopēdija, karaliene, nektārs, apetīte, kg, krokuss, diktors, kristāliņš, narcise, cilindrs, prezidente, komisija etc.

The text-book for Form 2 „Zīle” (Parts I, II) includes 371 foreign words. 11 foreign words are supplied with explanations. For instance, simpātijas, arheologs, meliorators, sinonīms, mēness, mēnesis, idille, prērija etc. There are 61 of the most often used foreign words and 79 – the more rarely used ones, for instance, arhivārs, emblēma, grīfs, hronists, abonents, dalmācietis, dinozaurs, difterija, ingvers, kondors, pulverizators, propoliss, protoceratops, pterozauris, koijots, amarillis, cinerārija etc.

As proved by Forms 1 and 2 pupils' answers, the comprehensions of foreign words often cause them difficulties. The teachers admit that meanings of many foreign words are not always clear to the children, therefore the explanation the meanings of such words is necessarily included into the education process. The difficulties are also caused by the pronunciation and spelling of the foreign words (for example, instead of the foreign words like: *helikopters, tetovējums, propelleris, tramvajs, krokodils, žirafe, automobilis, koridors* the children use: *hopteris, heletokteris, tetējums, kodidors, kokoko, žirape, tramis* etc.). The teachers claim that they do not know how to teach the foreign words to the children, as up to present the methodology for teaching of foreign words is not developed yet. They consider that foreign words are necessary for the learning texts, nevertheless, in a limited amount, so as they do not interfere with the perception of the idea manifested by the text.

According to the questionnaires' data that were accomplished (in Lielupe and Pumpuri secondary schools), the majority of the foreign words, which are supplied with explanations in the text-books, the children could understand, for instance, *mēness, mēnesis, kafija, anekdote, analizēt, reklāma, akrobāts, ideja, plakāts, realizēt, reakcija, simbols* etc. It proves that for the explanations of the foreign words have been chosen words, which can be perceived by children.

As shown by the statistical data, in the texts of the text-books (for Forms 1–2), as well as in children's literature texts the number of the for-

eign words used is comparatively great, therefore, the child's perception of the texts is aggravated.

Sometimes the learning texts for Forms 1–2 (also the explanations supplied for the foreign words, for instance, *praķis*, *akurāt* etc.) include other borrowed loans such as, *dakteris*, *opaps*, *omamma*, *bode*, *bonbonga*, *onkulis*, *brangs*, *vinnests*, *vinnēt*, *bilde* etc., which should be classified as barbarisms. They harm the literary language, “decrease qualitative and quantitative aspects of the speaker's vocabulary, way of expression, have impact on the whole language system – phonetics, grammar, lexicon” (Freiberga, 2006, 135), therefore, they should be eliminated. As a positive example we can mention, the text-book by Dz. Paegle, which includes the poem “Valoda”/Language/ by M. Cielēna. The poem itself, as well as its key words pays attention to the usage of barbarisms – (*kurtka*, *samosvals*, *bante*, *davai*) in the Latvian language. It claims that there are words not favourable for the language. If the speaker substitutes the Latvian language word by a word from some other language, then the language of such a person is ugly. The key word kit supplies an explanation of barbarisms, for instance, *kurtka* – a word from the Russian language, in Latvian this piece of outfit is called: *vējjaka*; *bante* – is a word from the German language, in Latvian it is called – *lente* or *saite*, for instance, *matu lente*, *pārsienamā saite*. In contemporary circumstances of bilingualism and multilingualism, when the Latvian language users have close contacts with diverse languages, of course, encounter situations, when adults (yet mainly adolescents, also children) borrow from other languages unsuitable words or word clusters, bring them into the Latvian language (for instance, *pončiks*, *gonkas*, *skāde*, *tūre*, *kurtka*, *vot*, *forši*, *davai*, *semočkas*, *feini*, *okei* etc.).

The use of barbarisms in the children's language most often is connected with the desire to express their feelings and emotions (anger, happiness, surprise etc.), therefore exclamation words are often used, which name certain emotional experiences, give a positive or negative assessment of different issues of reality, for instance *bāc!*, *super*, *baigi*, *blīn*, *vau!* Those can be words, which name some deviations in the child's physical, mental, spiritual, emotional qualities, for instance *čukča*, *duraks*, *idiņš* etc.

To establish the qualitative contents of the children's vocabulary, students at RTTEMA guided by lecturers Dace Markus, Inga Freiberga, Ilmars Freidenfelds and Viktorija Kuzina have compiled barbarisms, which

are used by preschool age children in their everyday vocabulary when talking to their peers and adults. The compiled materials are shown in Table 6. (See Table 6).

Table 6

Barbarisms in preschool age children's language

Barbarismi	Bērnu izteicieni
Padjezds, bišķiņ, fiksi, dikti, superīgs, besī, kruts, dancot, vinnēt, omīte, opa- ps, beibe, davai, vāruški, babuļa, kora- blītis, puķovka, bai – bai (atvadoties), bļin, o, bože, forši, fufelis, jes, kurtka, ņefīgā, okei, priķols, šiki, točna, vot, šaiba, kļuška, baigi u. c.	Ejam uz padjezdu. Es bišķiņ nosmērē- jos. Fiksi aizskriesi pie audzinātājas. Man mājās ir superīga galda spēle. Tu mani besī ārā. Tētis teica, ka esmu šodien krutā beibe. Davai, jaucam ārā māju un ceļam jaunu. Man taču cimdu nav, ir tikai vāruški. Babuļa, nu nopērc man šito korablīti. Mamma rīt dabūs puķovku uz Vaivariem.

These barbarisms are borrowed from no adult and elder brother, sister, more seldom from peers' language. Children not always perceive their meanings; they often do not know the respective words in their native language.

Bilingualism and multilingualism does not mean a mechanical mixture of two or more languages, but a permanent co-existence of the languages, therefore children need the basic knowledge about the common and different features of the two or more languages, about the positive and negative aspects of interference. As maintained by I. Freidenfelds (Freidenfelds 2006, 142), multilingualism is one of the remarkable features of the age in the children's language, to research it, to interpret it positively and expertly means to promote care for the next generation's mental development and about the future of the Latvian language.

Conclusions

For enrichment and diversifying of the children's language should be implemented borrowings (loans) as they constitute a significant part of their lexicon and refer to the conceptions of social political life, science and art.

The borrowings, which are used reasonably and are easy to perceive, serve as good tools to acquisition of the Latvian language by children, they can serve as switchmen during that stage, when a new language is being mastered (for instance, English, Russian, German etc.).

Everyone (especially teachers) must develop the children's linguistic perception, comprehension on significance of foreign words (also barbarisms) for the Latvian language. Barbarisms in the children's language are used for the variation of expressions; they serve like synonyms for the native language words.

The statistical data have proven that in the texts of the text-books (for Forms 1–2), as well as in children's literature texts the number of the foreign words used is comparatively great, therefore, the child's perception of the texts is aggravated. The teachers claim that foreign words are necessary in the learning texts, yet in a limited numbers so that they do not disturb the perception of the idea manifested by the text. The education aids, methodological materials based on the findings of the linguists-scientists' researches.

The teachers claim that foreign words are necessary in the learning texts, yet in a limited numbers so that they do not disturb the perception of the idea manifested by the text. The education aids, methodological materials based on the findings of the linguists' a.o. scientists' researches.

This study may be useful to the teachers as a methodical aid used for teaching foreign words. The teachers from Jūrmala's schools when introduced with the data of foreign words usage in the texts of the text-books claimed that they encounter major problems exactly when teaching the more rarely used foreign words.

While teaching the vocabulary of the abovementioned type, the teachers must ask the pupils the following questions, whether they understand every foreign word included into the learning text, whether there are such words, which cannot be understood; attention must also be paid to the pronunciation and spelling of the foreign words. The more rarely used foreign words should be read to the children, then they should be given assistance in forming the word combinations, sentences, some story told, some analytical and creative exercises with the foreign words could be given, so that children could easier acquire the more rarely used foreign words.

A particular attention should be paid to the methodology of teaching foreign words at the teacher training study programmes.

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SKOLINIŲ, VARTOJAMŲ MOKYKLINIUOSE VADOVĒLIUOSE IR VAIKŲ LITERATŪROJE, LINGVISTINĖ ANALIZĖ

Santrauka

Priešmokyklinio lavinimo įstaigos ir pagrindinio lavinimo programos daug dėmesio skiria vaikų kalbos ugdymui, kuris yra derinamas su žodyno plėtimu ir įtraukimu į aktyvią vartoseną, mokant žodžio reikšmių.

Jau vaikų darželiuose turėtų būti mokoma taisyklingos ir turtingos kalbos, ne literatūrinės kalbos žodžių reikėtų atsisakyti. Vaikų darželio mokymo programose teigiama, kad vaikas turi įgyti tokį žodyną, kuris užtikrintų komunikavimą mokoma kalba, parengtų sėkmingai mokytis mokykloje, ugdytų folkloro, grožinės literatūros, filmų, TV programų suvokimą. Mokydamasis kalbos vaikas iš pasyvaus žodyno į aktyvųjį gali perkelti žodžius, ir tai priklauso nuo suaugusiųjų pastangų turtinti žodyną. Ši labai svarbi užduotis gali būti įgyvendinama ugdytojų, t. y. tėvų ir mokytojų, kurie gali sudaryti sąlygas išmokti literatūrinę kalbą iš įvairių šaltinių – liaudies dainų, pasakų, legendų, patarlių, mįslių. Pagrindinis vaidmuo tenka gro-

žinei literatūrai, kadangi ji supažindina vaiką su aplinka, suaugusiųjų ir bendraamžių gyvenimu, mintimis, veiksmais, siekiais.

Deminutyvai, sušukimai, garsažodiniai veiksmažodžiai, tinkami trumpai ir emociškai apibūdinti jausmus, valių ar tikrovę ir parodyti savo vertinimą, yra plačiai įtraukiami į suaugusiųjų ir vaikų kalbą taip pat, kaip ir jie vartojami folklоре ar vaikų literatūroje.

Vaikai gali vartoti palyginimus, sinonimus, idiomąs, skolintus žodžius, kadangi jie yra kasdienės kalbos komponentai (jie plačiai paplitę grožinėje literatūroje, kitų stilių kalbos atmainose). Skoliniai padeda lengviau išmokyti ir suprasti užsienio kalbą.

Šio straipsnio tikslas – ištirti svetimybų vartojimą pradinės mokyklos vadovėliuose, kadangi svetimų kalbų žodžiai yra svarbūs žodyno komponentai. Šaltiniai – mokykliniai vadovėliai ir vaikų grožinė literatūra. Taikomi lingvistinės analizės, deskriptyvinis ir testavimo metodai.

Ištirus iš statistinių duomenų matyti, kad yra gana daug skolinių, vartojamų pradinių klasių vadovėliuose. Mokytojai mano, kad svetimybės vadovėliuose turi būti ribojamos. Daugiausia dėmesio skirama užsienio kalbų mokymo metodikai.